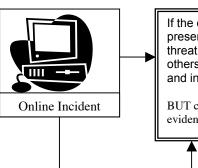
Cyberbullying or Cyberthreat Situation Review Process



If the online material appears to present a legitimate imminent threat of violence and danger to others, contact law enforcement, and initiate a protective response.

BUT continue with the following evidence gathering steps.

Review Team Members

- Administrator
- Counselor/psychologist
- Technology coordinator
- Librarian
- Resource officer
- Community mental health
- Key regional resource

Entire team may not be needed.

Evidence Gathering

Step 1. Preserve the Evidence

- Preserve all evidence from district Internet system.
- Advise parents/student/staff to preserve evidence on home computer. Offer technical assistance.

Step 2. Seek to Identify Creator(s)

- May be obvious, anonymous, or impersonation. Identification may not be immediately possible.
- Offer technical assistance to parents/staff.
- If anonymous or concerns of impersonation, and reasons to suspect certain student(s), conduct a search of Internet use records of student(s).
- If criminal action, contact law enforcement.

Step 3. Search for Additional Material

- All suspected participants.
- Search all files and Internet use records through district system (even if it appears to be off-campus activity).
- Conduct additional search including
 - Site where initial material appeared.
 - Search engine search for name and username(s) of student, friends, enemies, school name.
 - Online communities used by students in school.

Highly recommend this step be taken in the context of **any** threat assessment process! Search for additional material may lead to evidence of legitimate, imminent threat.

Violence or Suicide Risk Assessment

- Does the evidence gathered raise concerns that student(s) may pose a risk of harm to others or self?
 - Recognize that the threat of violence or suicide may come from student(s) who posted the material or from student(s) who were victimized.
- → Conduct violence or suicide risk assessment.

Cyberbullying Assessment

Step 1. Ask if School Can Respond Directly?

- Is there a school "nexus?"
- Is there substantial threat of disruption?

Step 2A. Evaluate material directed at student(s)

Must get to "root cause" understanding of the relationships and issues.

- "Put down" material → Continuation of in-school bullying.
- "Get back at" material → Retaliation for in-school bullying or other cyberbullying.

Step 2B. Evaluate material directed at staff or school

Determine the nature of the material.

- Nuisance activity → Ignore it or seek to have it removed.
- Legitimate protest speech → Fully protected speech. Learn from it.
- "Put down" material, targeting teacher for perceived "negative" feature → If school nexus, respond. If no school nexus, support teacher in responding.
- Get back at" material, angry retaliation against teacher → Remove speech, but must determine why student is retaliating and address underlying concerns.

School Actions and Options

Formal Disciplinary Action

Can impose formal disciplinary response if have established a school nexus and substantial and material disruption. But still need to address:

- Removal of materials and potential of retaliation by student or online "buddies."
- If "put down" cyberbully stop all in-school bullying. If "get back at" cyberbully, stop al in-school victimization.
- Support needs of target.

If cannot impose formal discipline, other action options still available.

Working With Parents

Child who is "Put Down" Cyberbully Assumptions

- Parents unaware, but actions are against family values.
- Initial response will be disbelief, followed by anger and humiliation.
- Parents naïve about strategies to manage Internet use.

Process

- Send downloaded material and Parent's Guide to parents via certified mail.
- Request meeting following day.
- Seek parental commitment to:
 - o Establish prohibitions.
 - Prevent retaliation.
 - Install and use monitoring software.
 - Limit student's access through other venues.

Increased potential for financial liability through civil litigation is the strongest leverage.

Child who is Target, "Get Back At" Cyberbully, or Who Has Posted Distressing Material

- Parent could approach school or school could find out from other source.
- Initial response of parents will be significant concern for safety and well-being of child.
- If contacting parent about reported concern, establish preliminary plan of action for support prior to meeting with parents.
- If working with parent of "get back at" cyberbully or student who has posted distressing material:
 - Ensure material is removed.
 - Install and use monitoring software.
 - Address underlying bullying or emotional concerns.
- If working with parents of target:
 - Explain limitations on formal response.
 - Use appropriate Response Options to stop/remove harmful material.
 - Warn to watch for retaliation.

Working with Students

Working with Student Who is Target Addiction

- Address concerns of addiction to harmful online community.
 - Convince target to leave community.
 - Find way to get the cyberbullying to stop within the community.

Online Bully-Proofing

- Communications are preserved, so student and counselor can evaluate and determine patterns of communication that may be precipitating bullying.
- Impact of harmful communication is invisible if target does not immediately respond.
- Delay in communications can provide opportunity for target to calm down and respond with strength.

When to Ask for Help

Encourage students to tell an adult if:

- They are really upset and not sure what to do.
- The cyberbullying could be a crime.
- Any cyberbullying is or might be occurring through the district Internet system or via a cell phone at school.
- They are being bullied by the same person at school.
- The cyberbully is anonymous.
- The cyberbully is bullying other teens who may be more vulnerable.

Parent/Student/Staff Response Options

- Challenge the cyberbully to stop.
- Ignore the cyberbully.
- File a complaint.
- Have the parents contact the cyberbully's parents.
- Contact an attorney.
- Contact the police.

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